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ABSTRACT

This lesson booklet is designed to fit any classroom and can be adjusted to any grade level. The materials can be used as a thematic unit or as individual activities to be integrated into the curriculum. The objective is to provide students with a broader cultural perspective on Japan. Blackline masters, pictures, and handouts are included, along with objectives, a list of materials needed and possible teaching strategies. The lessons contained in the booklet include: (1) "The Geography of Japan"; (2) "The Japanese People"; (3) "A Comparison of Japan and the United States"; and (4)" Political and Economic Symbols of Japan." Contains a total of 22 items in 2 resource lists. Includes a list of publications for additional classroom reading. (EH)

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Japan

Instructional Materials for the Classroom

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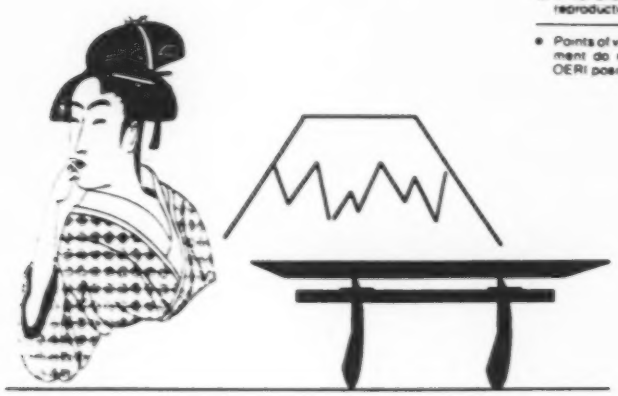

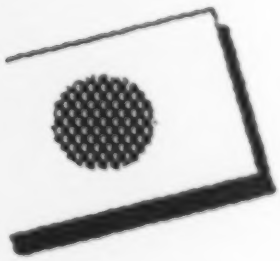

SO 027 815

Mississippi Department of Education
1996

Made possible by:

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Zeon Chemical Company
Mississippi Department of Education
Office of Instructional Development

Brenda Smith, State Social Studies Specialist

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Japan

Instructional Materials for the Classroom

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Data Processing and Graphics

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OVERVIEW

The materials have been produced by the Mississippi Department of Education with the support of the Zeon Chemical Company in Hattiesburg, Mississippi. Japan: Instructional Materials for the Classroom was produced as a supplemental resource for the classroom. The lessons in this collection were made possible through a study-travel fellowship program sponsored by the Keizai Koho Center and the National Council for the Social Studies.

The lesson booklet is targeted to any classroom and can easily be adjusted to any grade level. The materials were designed to be used as a thematic unit of study or as individual activities that can be integrated into the existing curriculum. The objective is to provide students with a broader Japanese cultural perspective in order to help students expand boundaries and knowledge.

Teachers are encouraged to reproduce the materials in the booklet for educational purposes. Blackline masters, pictures, and handouts have been produced to be easily copied.

The lessons contained in this booklet include the following topics:

- The Geography of Japan
- The Japanese People
- A Comparison of Japan and the United States
- Political and Economic Symbols of Japan

All of the lessons have objectives, a list of materials needed, and a list of possible teaching strategies. Teacher Resource Sheets and Student Handouts are located after the lesson overview.

The Teacher Resource sections are designed to enrich the knowledge of teachers. Students can and should benefit from the dissemination of this information. Some information may be developmentally inappropriate for many students and should be reviewed first by the teacher.

Japan

The following information is to enrich teachers and may be shared with the students. Additional information can be obtained from resource list in the back of this booklet.

BACKGROUND INFORMATION

Since ancient time Japan has existed continuously as one nation. The Japanese political state is said to have been created at some point between the fourth century and the seventh century A. D. However, it is believed that the islands of Japan have been inhabited for at least 30,000 years.

The mythical creation of Japan was due to water dripping from a spear and creating the islands that were settled by a sea god and goddess. Japan was claimed by a chief from Yamato and thus started the roots of imperial society. Japanese emperors claimed decent from the sun goddess that created Japan. Civil war spun Japan into what is known as the Medieval period beginning in 1156. The Shogun, supreme general, truly held power and the emperor became a figure head. Feudal Japan withstood two separate Mongol invasion attempts and the initial European contact. Japan remained isolated from Western civilization until the middle of the 19th century.

Commodore Matthew C. Perry, convinced Japan to open her ports to trade in 1853-1854. Due to western influence and a need for resources, the Japanese massed a large army and turned towards imperialism. December 7, 1941, Japan attacked Pearl Harbor and thus changed the course of Japanese history. Japan would be conquered and occupied by the United States. The existing imperial government was replaced by a democracy. The Japanese have grown to be a major political and economic power in the world today.

GEOGRAPHY

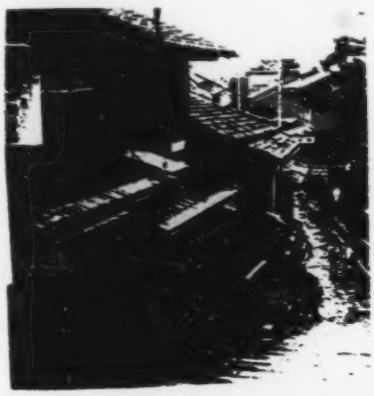
Japan is an archipelago that is situated off of the eastern coast of Asia approximately 100 miles from Korea and 500 miles from China. Japan consists of four (4) major islands: Hokkaido, Honshu, Shikoku, Kyushu, and more than 3,000 smaller islands. Japan is approximately the size of Montana, but larger than three European countries (Spain, Sweden, and France).

Because Japan is situated on the "Ring of Fire", a large percentage of the land area consists of high, steep mountains. Most of the mountains are volcanoes. Only 20% of Japanese land is suitable for agriculture and habitation. Honshu, the largest island, supports 80% of the Japanese population. Most Japanese do live in cities (76.7%). Japan has become a "Nation of Cities". Hot springs can also be found frequently in Japan. Due to all of the geological activity on the Pacific Tectonic Plate, Japan has frequent earthquakes. Tsunami (a large wave created by an earthquake) causes damage to Japan.

The climate of Japan varies. The islands of Japan run from just over 25° latitude to under 48° latitude. The northern island of Hokkaido receives a large amount of snow, and the southern island of Kyushu is significantly warmer. Rainfall in Japan is abundant. Typhoons, generally, contribute heavily to the amount of rainfall during the spring months.

LESSON ONE

The Geography of Japan



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Where is Japan?

Objectives

- The student will be able to identify the absolute and relative location of Japan.
- The student will be able to compare/contrast Japan to other countries.
- The student will be able to create a mental map of the world.

Materials/Resources

- An inflatable globe
- Student Handouts 1 and 2 [SH1-SH2]
- Teacher Resource 1 [TR1]
- Transparencies
- Atlas, World Almanac, Encyclopedia, and other geography references
- Scissors
- Markers
- Butcher Paper
- Overhead
- Tape

Strategies

- Use an inflatable globe as a ball to toss around the room. As each student catches the ball, they must state a fact about Japan. After the student states a fact, they must locate the United States and Japan on the globe. Then, the student may toss the globe to another student or back to the teacher. (This can serve as a pretest to find out what students know about Japan.)

- Have the students answer the following questions while looking at world maps.

  1) On which continent is the United States? Japan?
  2) In which hemisphere is the United States? Japan?
  3) How could you get to Japan from where you live? What countries/states would you have to go through to get to Japan?

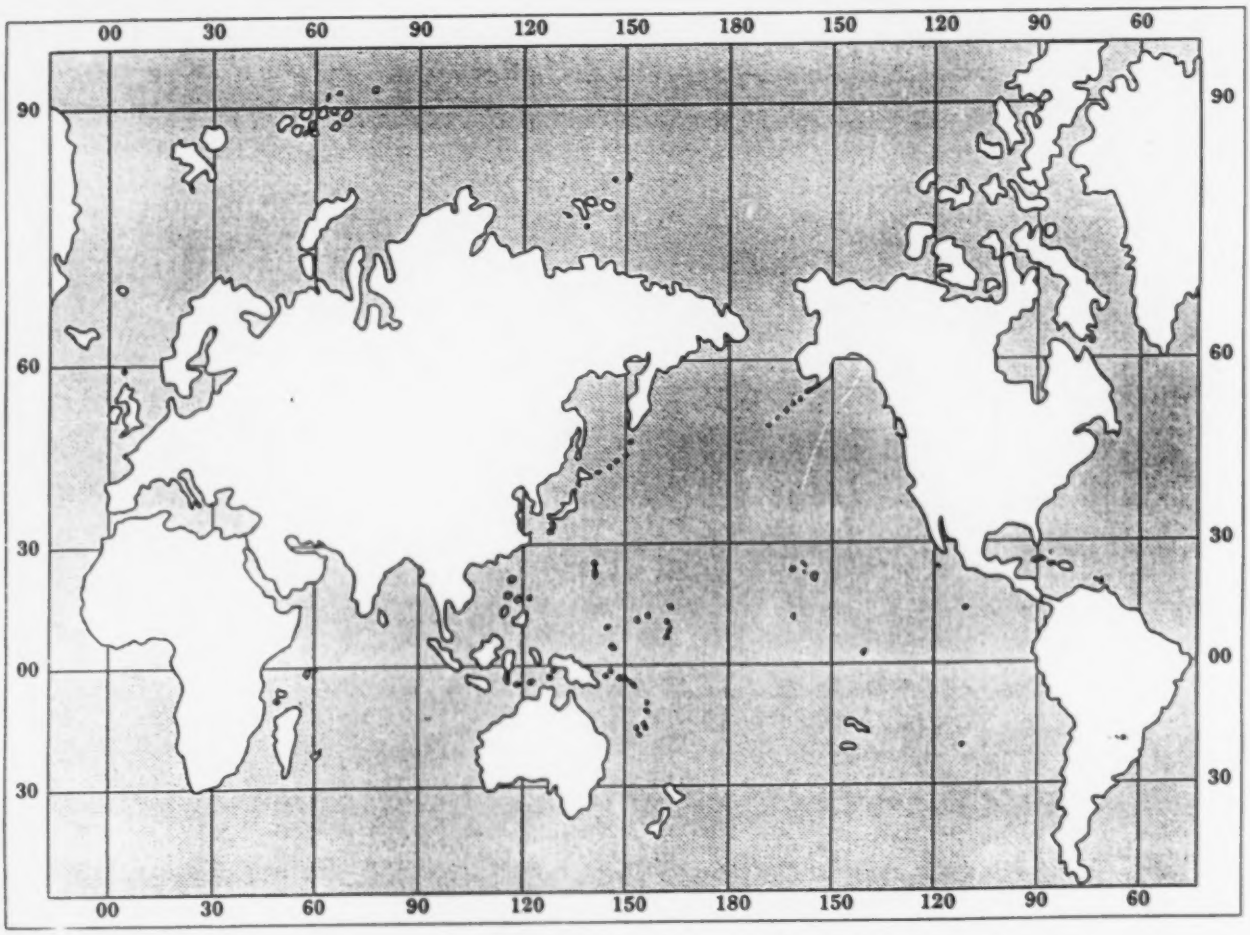
- Have students look at Student Handout 1. The Japanese perspective map should be compared with Student Handout 2, a North American perspective map. After examining the maps, have the students compare/contrast the maps by asking questions such as:

  1) What are the differences in the two maps?
  2) Which map projection is probably used in Japanese schools? Why?
  3) What type of map are you most familiar with? Why?

(The teacher may want to use Student Handouts 1 and 2 as overhead transparencies and lead a discussion.)

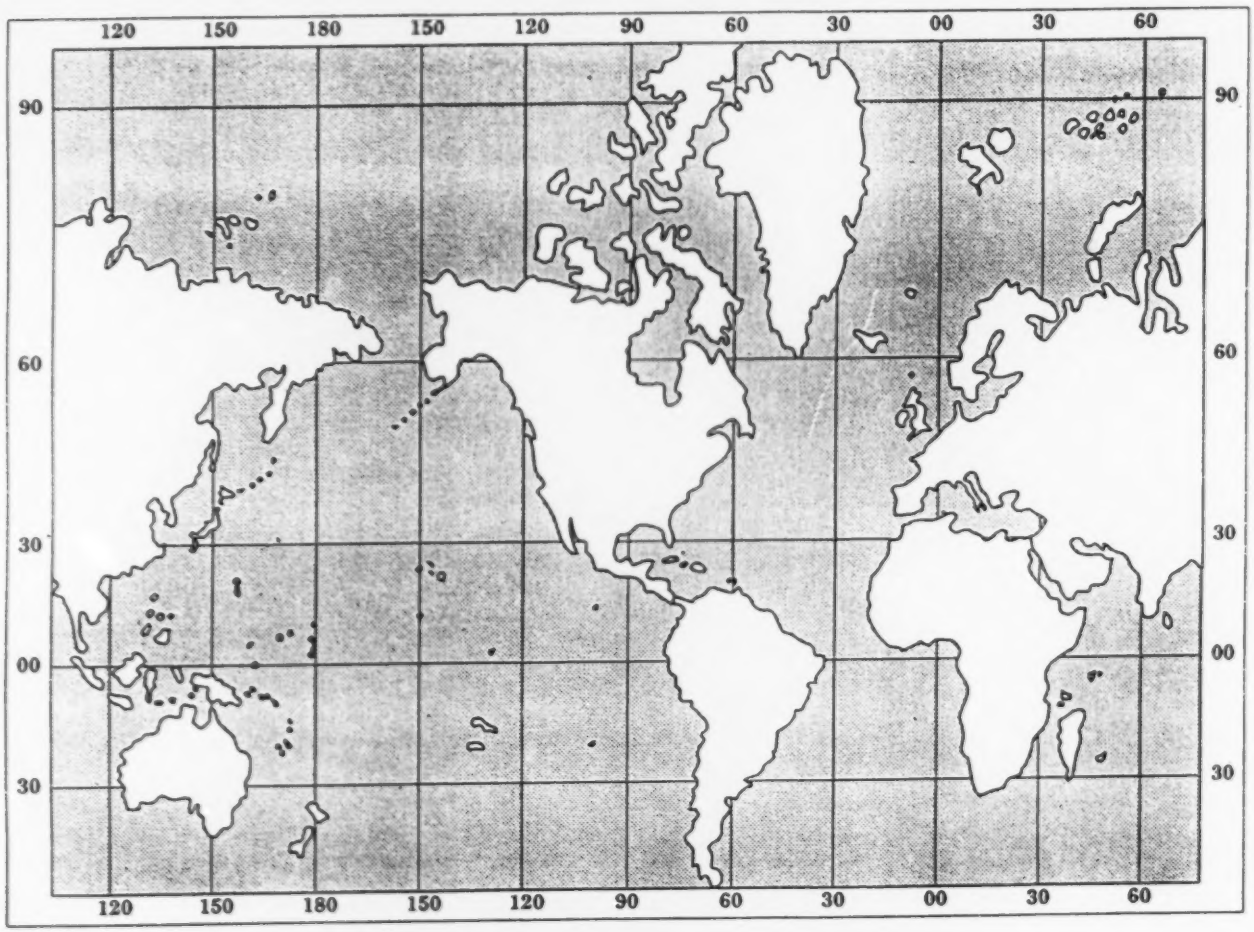
- Using geography resources, have the students find the absolute location of Japan and the United States. Have the students compare and contrast the physical geography of Japan and the United States.

The Japanese Perspective



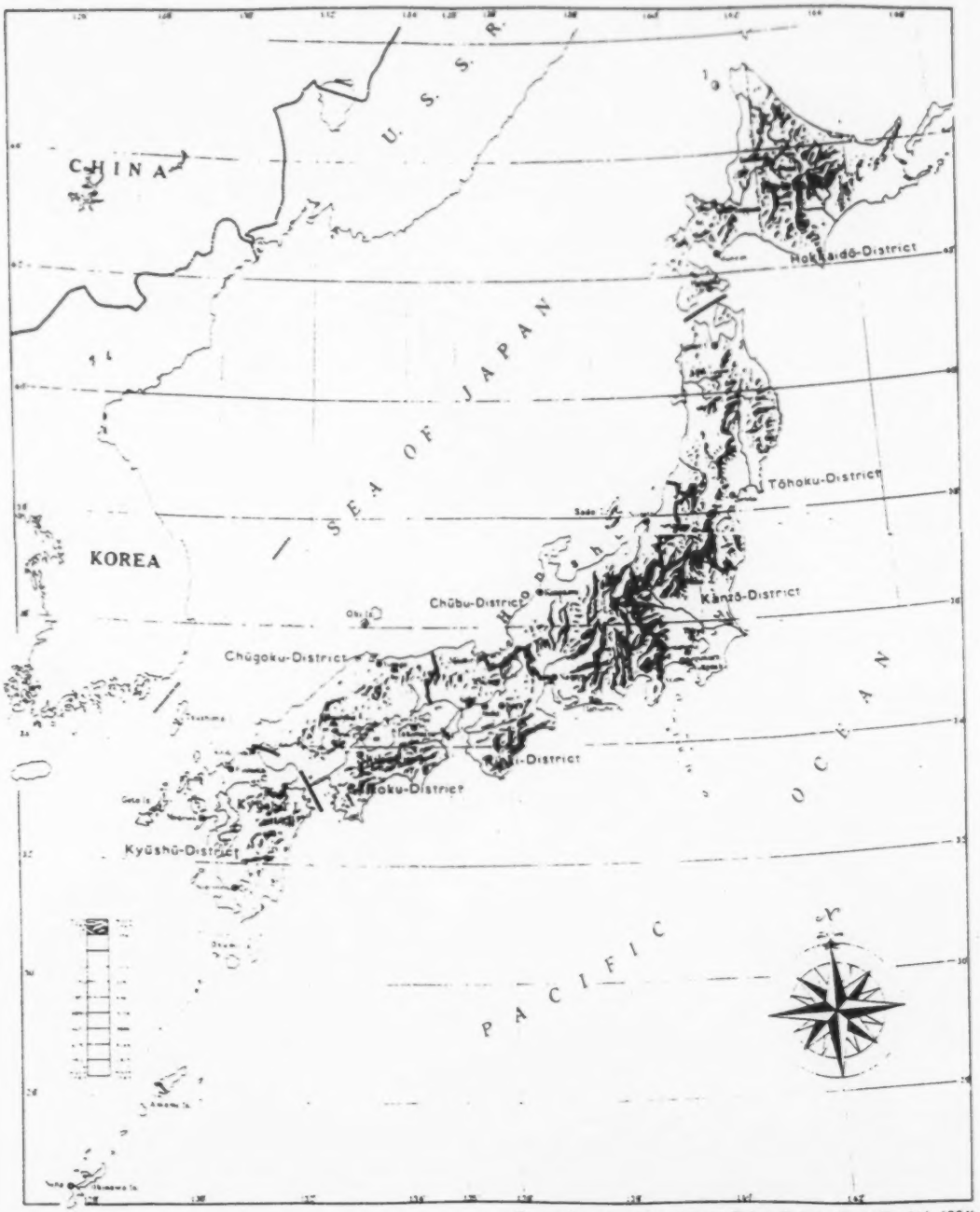
IMAJ: Instructional Materials About Japan. The Japan-America Society of Georgia, 1989.

The United States Perspective



IMAJ: Instructional Materials About Japan. The Japan-America Society of Georgia, 1989.

Japan



Source: Complete Atlas of Japan (Tokyo: Teikoku-Shoin Co., Ltd., 1964)

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How BIG is Japan?

Objectives

- The student will identify the absolute and relative location of Japan.
- The student will compare and contrast the physical geography of Japan and the United States.
- The student will understand the importance of human-environment interaction.
- The student will analyze different characteristics of the Earth's geography.

Materials/Resources

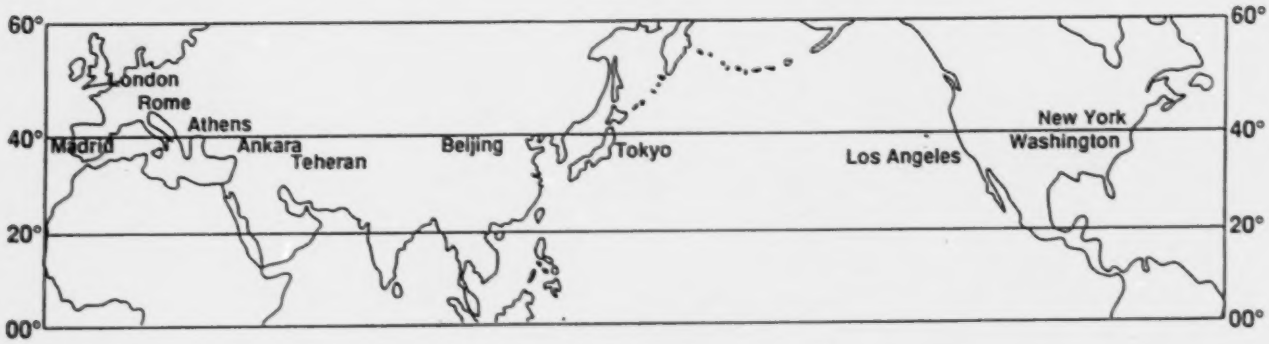
- Teacher Resource 2 [TR2]
- Student Handouts 3 through 5 [SH3-SH5]
- Atlas
- Transparency film

Strategies

- Make two (2) transparencies. One (1) of the United States and one (1) of Japan. See Teacher Resource 2. Overlay the transparencies to show the comparative sizes of different areas, and lead students in a discussion. Refer back to "Background" and "Geography" information found in section (ii) for more details.
- Distribute Student Handout 3. Lead students in a class discussion of the contrasts and comparisons that can be drawn from the map.
- Distribute Student Handouts 4 and 5. Have the students color the physical maps of Japan and the United States the appropriate color.

Comparative Size of Japan and the United States

Cities on the Same Latitude



From *Facts and Figures of Japan* (Tokyo: Foreign Press Center, Japan, 1987), p. 1.

Geography of Japan

River--blue
Plain--green
Mountain Range--yellow
Volcano--red

Geography of the United States

River--blue
Plain--green
Mountain Range--yellow
Volcano--red

Is Japan Crowded?

Objectives

- The student will compare and contrast the population geography of Japan and the United States.
- The student will recognize that Japan is densely populated.

Materials/Resources

- Teacher Resource 3 through 5 [TR3-TR5]
- Masking tape
- Transparency film
- Student Handouts 6 and 7 [SH6-SH7]
- Encyclopedias and other reference material

Strategies

- Block off two (2) equal size squares on the floor no more than 4' x 4' with masking tape. Have students volunteer to represent the population of the United States and Japan. Have one (1) student stand in the United States square. Have thirteen (13) students stand in the square representing Japan. Lead students in a discussion about the visual representation of the population density. Remind the students that Japan is approximately 70% mountains. Therefore, most of the population is compacted into the major cities: Tokyo/Yokohama, Osaka, Nagoya, and Fukouka/Kitakyushu. Have students in the Japan square try to move to only 30% of the area. Explain that much of the remaining land in Japan must be used for agriculture, roads, and businesses. See Teacher Resource 3.

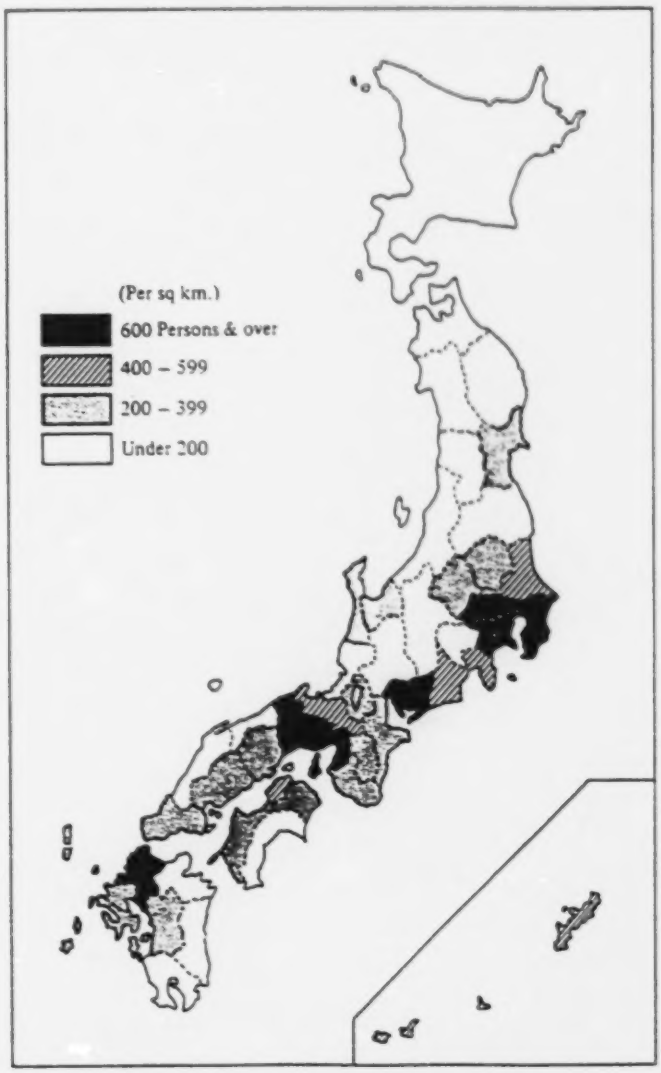
- After teaching students about population pyramids, have them analyze the population pyramids of Japan and the United States. See Teacher Resource 4. Teachers may want to make overhead transparencies of the pyramids. Discuss the three (3) pyramids, then ask the students to predict what the Japanese pyramid will look like in the future. See Teacher Resource 5.

- Divide students into small groups. Have them analyze the data presented and discuss with them the information found in Student Handouts 6 and 7. Have students examine the handouts and answer questions such as:

  1) What population problems face Japan in the future?
  2) What environmental problems face the Japanese population?
  3) What is being projected to be the future of the Japanese population?

Land and Population

Japan's Population Density by Prefectures
(As of Oct. 1, 1990)



Source: NIPPON – a charted survey of Japan, 1992/93, the KOKUSEI-SHA Corporation, p. 25

Population Pyramid

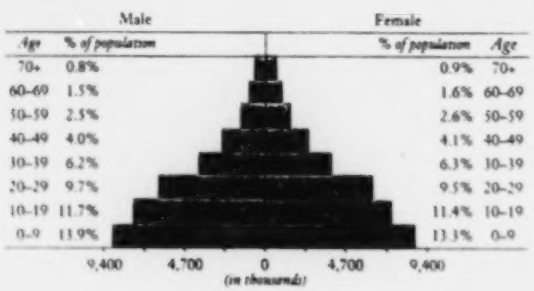
A population pyramid may be used to illustrate historical, social, and economic patterns. The bars on the graph represent the number of males, females, and a given age. When a country has a rapidly growing population, the graph looks like a pyramid with a broad base. This indicates that the birthrate (number of children born in a year) is higher than the death rate (number of deaths in a year).

The pyramid will have a more cylindrical shape when the country is more developed. Bulges and contractions of the pyramid can also visually represent events in history, the economy, or within the culture such as a "Baby Boom", war, and natural disaster.

Have students answer questions such as: What is the largest group? What percentage of the population are teenagers (13-18)? What group makes up the largest percentage of the population?

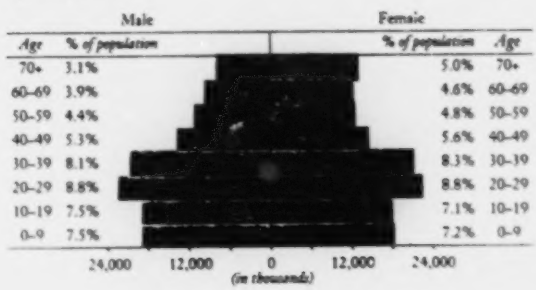
Philippines

Age Distribution



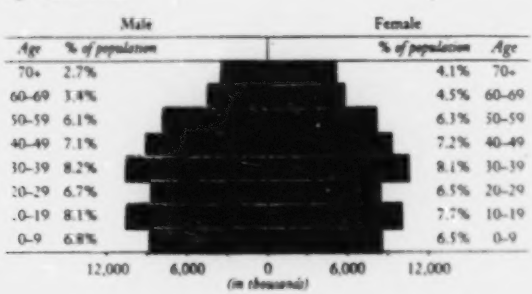
United States of America (USA)

Age Distribution



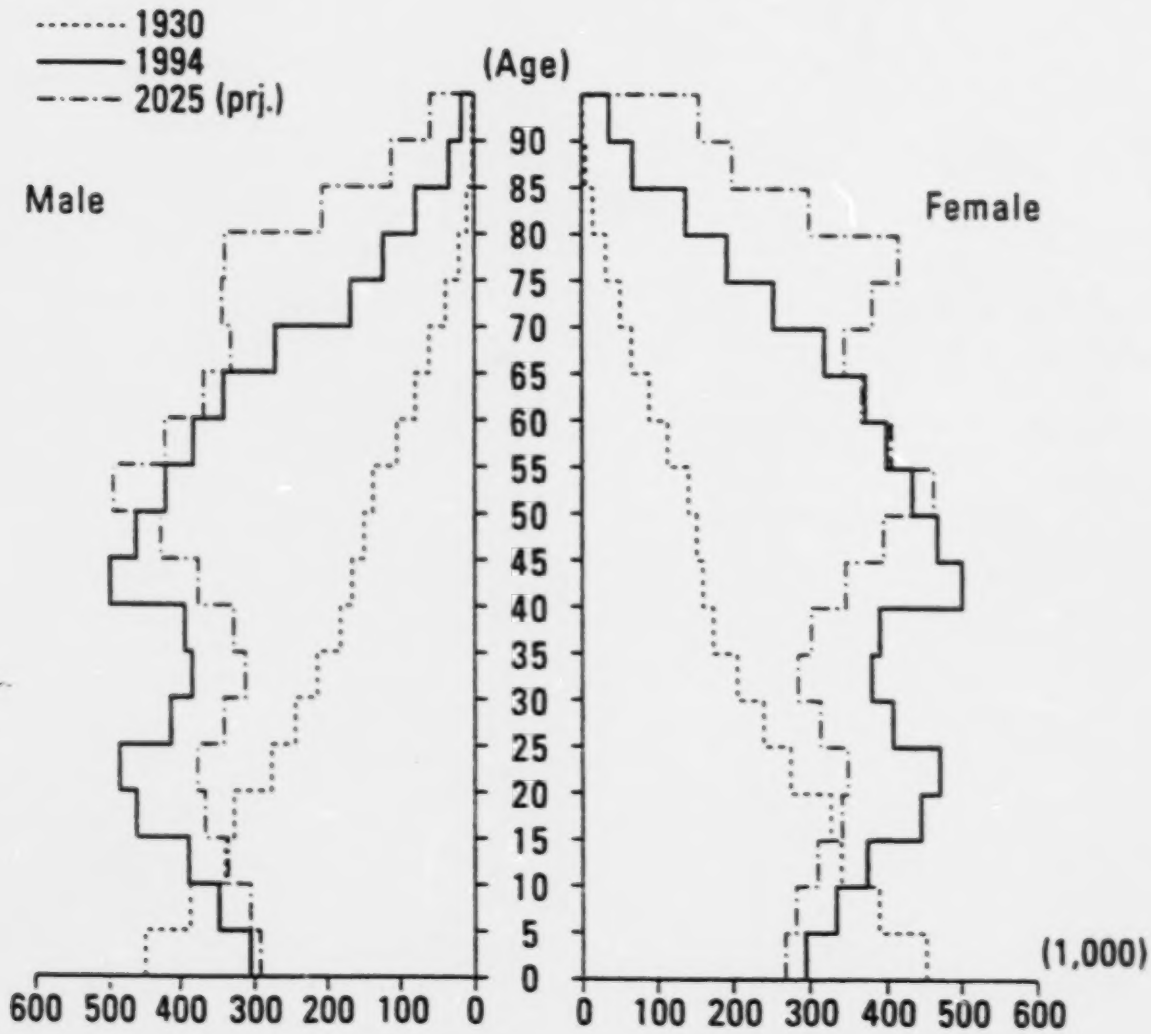
Japan

Age Distribution



Land and Population

1-4 Change in Population Structure: Japan



*Institute of Population Problems; Ministry of Health and Welfare Management and Coordination Agency
Japan 1996: An International Comparison, Keizai Koho Center

Land and Population

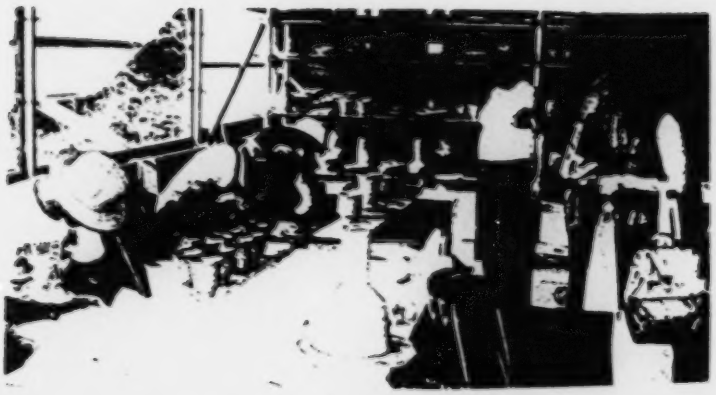
1-2 Population

	(million) Population 1993	(per km²) Density 1992	(million) Population 2025 (prj.)
World	5750.00	41	8290(a)
1China	1184.24	124	1540(b)
2India	896.57	273	1394
3United States	**258.23**	**28**	**322**
4Indonesia	189.14	99	283
5Brazil	151.53	18	220
6Russia	148.37	9	- -
7Japan	**124.96**	**331**	**127**
8Pakistan	122.80	150	260
9Bangladesh	122.21	849	223
10Nigeria	119.33	129	286
Germany	81.19	227	84
Vietnam	70.90	209	117
Philippines	65.65	219	105
Thailand	58.58	114	72
United Kingdom	57.83	237	60
France	57.66	105	61
Italy	57.06	189	56
Myanmar	44.61	66	76
Korea	44.06	444	50
Spain	39.14	78	41
Poland	38.46	119	44
Canada	28.44	3	38
Malaysia	19.24	58	31
Australia	17.66	2	25
Netherlands	15.29	374	18
Belgium	10.01	328	10
Hong Kong	5.92	5481	6
New Zealand	3.45	13	4
Singapore	2.87	4650	3

1~10: world ranking
(a) projected in mid 1995, UN (b) includes Taiwan
*Monthly Bulletin of Statistics, UN; World Population Prospects, UN
Japan 1996: An International Comparison, Keizai Koho Center

LESSON TWO

The Japanese People



Land and Population

1-1 Land (1992)

	(1000km²)	Land Use (as % of Total)		
	Area	Agriculture (a)	Forests (b)	Others
World	136,255	36	29	36
1Russia	17,075	12	46	42
2Canada	9,971	7	36	56
3China	9,561	52	14	35
4United States	***9,364***	***46***	***31***	***21***
5Brazil	8,512	29	57	14
6Australia	7,713	60	14	26
7India	3,288	55	21	24
8Argentia	2,780	61	22	18
9Kazakhstan	2,717	82	4	15
10Sudan	2,506	49	18	33
Indonesia	1,905	18	57	25
Myanmar	677	15	48	37
France	552	55	27	18
Thailand	513	41	26	33
Spain	505	60	32	9
Japan	***378***	***14***	***67***	***20***
Germany	357	48	29	23
Finland	338	8	69	23
Vietnam	332	21	29	50
Malaysia	330	15	59	27
Norway	324	3	26	71
Poland	323	58	27	15
Italy	301	56	23	22
Philippines	300	35	33	32
New Zealand	270	52	27	21
United Kingdom	244	73	10	17
Greece	132	69	20	11
Korea	99	22	65	13
Netherlands	41	48	9	43

1~10: world ranking

(a) Cropland & Pastures (b) Forests & Woodland, etc.

**Demographic Yearbook*, UN; *Production Statistics Yearbook*, FAO Prime Minister's Office Japan 1996: An International Comparison, Keizai Koho Center

Communicating in Japanese

Objectives

- The student will explore, compare, and contrast simple words and sounds common to English and Japanese.
- The student will explain the relationship between language and culture.
- The student will create their own ideograms for different words.
- The student will analyze several Japanese words.

Materials/Resources

- Teacher Resource 6 and 7 [TR6-TR7]
- Student Handout 8 and 9 [SH8-SH9]
- White paper
- Black markers
- Crayons and/or colored pencils
- Black ink
- Paint brushes

Strategies

- The teacher should lead a discussion on language requirements for schools in the United States and Japan. See Teacher Resource 6.
- Have students write the word Japan in Japanese on plain white paper using black ink and a brush. Have students research the art and history of Japanese calligraphy. See Teacher Resource 7.
- Have the students learn to count in Japanese. See Student Handout 8.
- Distribute Student Handout 9. Have students write their name with a black marker from top to bottom using the *Kata-Kana* chart.
- Have students work in small groups to create their own ideograph writing system. Have them create ideographs of five (5) words. Have students write the symbol (ideograph) in black and color in the remaining portion of the scene they are trying to represent.

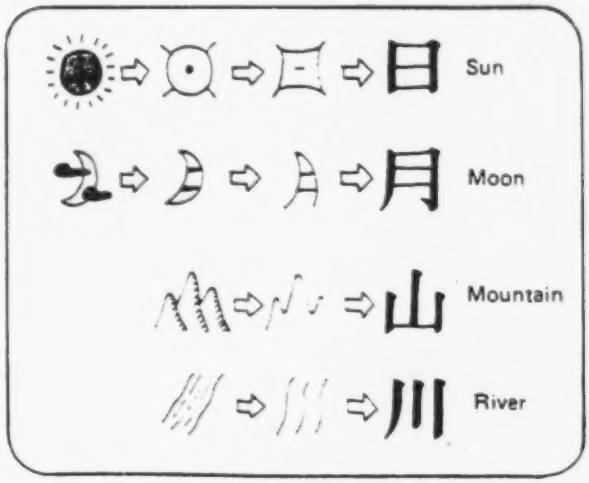
The Japanese language is very complex. The spoken language has different levels of formality which ultimately determine the word to be used. For example, there are five (5) ways to say *I*. The participants in the conversation determine the formality which is based on status and situation. These formality levels make the spoken language very difficult for foreigners to learn and understand.

The writing system of the Chinese was first brought to Japan through Korea around the third century. The ideogram system used ideographs to symbolize the item being represented rather than a sound. *Kanji*, Chinese ideographs, represent ideas and have several possible pronunciations.

Elementary school students must master 996 basic ideographs to graduate and high school graduates must know 1,945. Written *Kanji* is read from top to bottom and from the top right hand corner to the left. Today, due to western influence, *Kanji* can be seen written horizontally from left to right.

The second set of phonetic symbols are referred to as *Kana*. *Kana* is composed of two sub-categories: *Kata-kana* is used for foreign words, and *hiragana* is used for native Japanese words.

How some simple *kanji* representing objects developed



*Illustrated: A Look Into Japan, Japan Travel Bureau, Inc., 1994.

Kanji Writing of Japan

Japanese Counting

ENGLISH	JAPANESE	JAPANESE PRONUNCIATION
Zero	Zero	(zeh-ro)
One	Ichi	(ee-chee)
Two	Ni	(nee)
Three	San	(san)
Four	Shi	(shee)
Five	Go	(go)
Six	Roku	(ro-koo)
Seven	Shichi	(shee-chee)
Eight	Hachi	(ha-chee)
Nine	Kyu	(cue)
Ten	Ju	(joo)

Kata-Kana

a	ア	ta	タ	ma	マ	za	ザ	ba	バ
i	イ	chi	チ	mi	ミ	ji	ジ	bi	ビ
u	ウ	tsu	ツ	mu	ム	zu	ズ	bu	ブ
e	エ	te	テ	me	メ	ze	ゼ	be	ベ
o	オ	to	ト	mo	モ	zo	ゾ	bo	ボ
ka	カ	na	ナ	ra	ラ	da	ダ	pa	パ
ki	キ	ni	ニ	ri	リ	ji	ヂ	pi	ピ
ku	ク	nu	ヌ	ru	ル	zu	ヅ	pu	プ
ke	ケ	ne	ネ	re	レ	de	デ	pe	ペ
ko	コ	no	ノ	ro	ロ	do	ド	po	ポ
sa	サ	ha	ハ	ga	ガ				
shi	シ	hi	ヒ	gi	ギ				
su	ス	fu	フ	gu	グ				
se	セ	he	ヘ	ge	ゲ				
so	ソ	ho	ホ	go	ゴ				

ya	ヤ	wa	ワ
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yo	ヨ	n'	ン

a: ah e: eh i: ee o: oh u: oo

IMAJ: Instructional Materials About Japan. The Japan-America Society of Georgia, 1989.

Japanese Customs

Objectives

- The student will define and describe Japanese customs.
- The student will develop an appreciation for the customs of Japan.
- The student will compare and contrast the customs of Japan and the United States.

Materials/Resources

- Teacher Resource 8 [TR8]
- Student Handout 10 [SH10]
- Encyclopedias and other resource books on Japan

Strategies

- Discuss with students what customs are and how different countries have different customs. See Teacher Resource 8.
- Have students in groups of two, greet each other with a bow and saying, *"Konnichiwa"* (Hello) or *"Ohayoh"* (informal good morning) or *"Ohayogozaimaso"* (good morning to a superior). Then, have them do the same American style. Discuss the differences. What can the students discern about the Japanese culture?
- Have students discuss the differences and similarities between cleanliness in Japan and the United States. See Teacher Resource 8.
- Have students read the Yukata story. Distribute Student Handout 10. Discuss clothing that might be considered traditional in the United States.
- Divide students into small groups and have them research other customs of Japan. Have the students create posters, brochures for travels, and give oral reports.

Customs Overview

Protocol, etiquette, or customs are a unique combination of characteristics. Understanding these characteristics will broaden awareness of similarities and differences between cultures.

Dress, food, housing, religion, social interaction, greetings, hospitality, festivals, games, music, and language are a few components of a culture. Many customs can be found in just one of these components.

The Japanese way of life differs in many ways from that of the United States citizen. Upon arriving in Japan, greetings are the first noticeable difference. Japanese bow to each other as a sign of respect. This is similar to a hand shake in the United States. The proper form of a bow is with the hands sliding down toward the knees or at the side, back and neck stiff, and eyes averted. Never bow with your hands in your pockets.

The second most noticeable difference is the extremely courteous Japanese people. Elders and superiors are treated especially kind. Social order, courtesy, and a controlled behavior are very important to the Japanese.

Customs of the Home

Shoes are removed before entering a home and in most schools. Shoes are replaced by slippers (*surippa*) while inside. Many Japanese have special slippers to be worn only in the bathroom and all slippers are removed upon entering a room with rice straw (*tatami*) mats. The reasons for the custom is simply to keep the house clean.

In a traditional Japanese home, there is very little furniture in order to conserve space. A room may have more than one purpose and serve as a bedroom, dining room, and den. In a traditional Japanese home, one would sit on the floor or on a small cushion (*zabuton*). At night, a thin mattress (*futon*) would be spread out for sleeping. Today, most homes are a mixture of traditional and western. Many Japanese have a couch, television, dining room set, and other western style furniture.

Customs of Cleanliness

The Japanese people put great emphasis on personal cleanliness. Handkerchiefs and fans are used to keep them cool and fresh, but the bath has become almost ritualized in Japan. A Japanese-style bath is called an *ofuro*--referring to a public bath where the water is used by more than one person. The actual washing takes place outside the tub. This method is clean and conserves energy. The tubs were, traditionally, cedarwood, but today most are tile, plastic, or stainless steel. The tubs are sunk into the floor. It takes a large amount of water to fill one. Suds are a no-no in a Japanese-style bath, it is only for soaking.

Traditionally, the Japanese have had a very courteous and clean culture. Those that are sick many times wear masks over the nose and mouth to prevent the spread of germs. Many people in Japan today still wear white gloves as a means of keeping their hands clean.

JAPANESE YUKATA

Yukata Story

The name "Yukata" comes from "Yu" (bath) and "Katabira" (underclothing). About one thousand years ago, Court Nobles wore "Yukatabira" which were made of linen, when taking a bath. It gradually became worn by warriors as well, who would, after taking a bath, use it as a way of drying the body.

The general public began to wear them about three hundred years ago when the sophisticated Japanese public bath became popular. They were then made of cotton and were used every day as casual clothing after taking a bath.

It has only been made in two colors, blue and white. Now, it is widely used for everything from the traditional Japanese dance and casual wear in the summer, to simple night attire.

浴衣

JAPANESE YUKATA

Japanese Festivals

Objectives

- The student will recognize similarities and differences between celebrations in Japan and the United States.
- The student will identify traditions, celebrations, and festivals of Japan.

Materials/Resources

- Teacher Resource 9 through 10 [TR9-TR10]
- Student Handouts 11 and 12 [SH11-SH12]
- Crayons
- String
- Dowel Rod
- Encyclopedia and other resource materials
- Glue
- Cardboard
- Scissors

Strategies

- Lead a discussion on Japanese or U.S. festivals/holidays with students. Divide the class into four (4) groups. Each group will research the festivals found to occur during the time period of the category. The categories should be as follows: New Years, spring, summer, autumn/early winter. Have the students report on the festivals. See Teacher Resource 9 and 10.
- Have students celebrate each of the four (4) major festivals in class. See Teacher Resource 9.
- Divide the students into small groups and have them research the national holidays of Japan and the United States. When the groups are finished the teacher should lead a discussion about the similarities and differences?
- Have students create carp banners and doll statues for the celebration of the Doll Festival and Children's Day. See Teacher Resource 9 and Student Handouts 11 and 12. The carp banner should have a hole punched through the mouth so a string may be attached. Have the students hang the colored banners from the ceiling or have them attach them to the short dowel rod to create a banner. The doll statues can be copied, colored, glued to cardboard for strength, and cut out. The teacher may want to enlarge the blackline masters.

New Year's (*O-Shogatsu*)

The largest celebration of the year is the New Year's Holiday from January 1 through January 3. A rope of paper and straw (*shinenwa*) is hung across the top of the entry way. The practice comes from a legend of the Sun Goddess, Amaterasu. Legend states that she hid in a cave long ago, and the world turned black. She was finally enticed out by laughter and dancing. The rope is to keep her from hiding again.

At midnight on New Year's Eve, temple bells ring 108 times. The belief is that a person commits 108 sins in a year and the bell chases away the evil spirits. On New Year's Day, dressed in their best clothes, families participate in Shrine visits. Traditional kimonos are often worn.

Gifts are exchanged and visits are made to friends and relatives. Children play games and fly kits. Money in brightly colored envelopes is given to children.

Girls Festival (*Hina-Matsun'*)

The "Girls" Festival or "Dolls" Festival is held on the third day of the third month. It is believed that this relatively new festival, dating back three or four centuries at the most, is based on an old Shinto festival welcoming Spring. It was believed that if a small paper doll was rubbed over you, the evil spirits would transfer to the doll. The doll was then cast into the water to be destroyed.

On the celebration day, dolls (usually a set of 15) are displayed on a tier of shelves. The Emperor and Empress are on the top shelf followed by members of the imperial court on lower shelves. The dolls are for display not play.

Summer Festivals

The "Boys" Festival (*kodomo-no-h*) is celebrated on the fifth day of the fifth month. After World War II, this festival became known as "Children's Day". Carp banners (*kai-nobon*) are hung outside to float in the breeze. Each boy in the family has his own banner. The largest is reserved for the eldest. The carp is a symbol of strength, courage, and ambition.

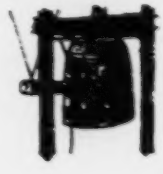
War dolls, armor, war banners, and swords are also displayed during this festival.

Autumn and Early Winter Festivals (*Shichigosan*) (Seven-Five-Three)

The Japanese do not celebrate birthdays in the same manner as the west. The custom of age celebration (*toshi-iwai*) is associated with the attainment of specific ages. On November 15, families that have boys or girls of three, boys of five, or girls of seven years of age, dress them up and take to the shrines. The children are officially blessed by a priest. Other specific ceremonies or rituals are performed as children grow. For example, an kimono sash (*obi*) celebration at seven marks a young girls move to womanhood.

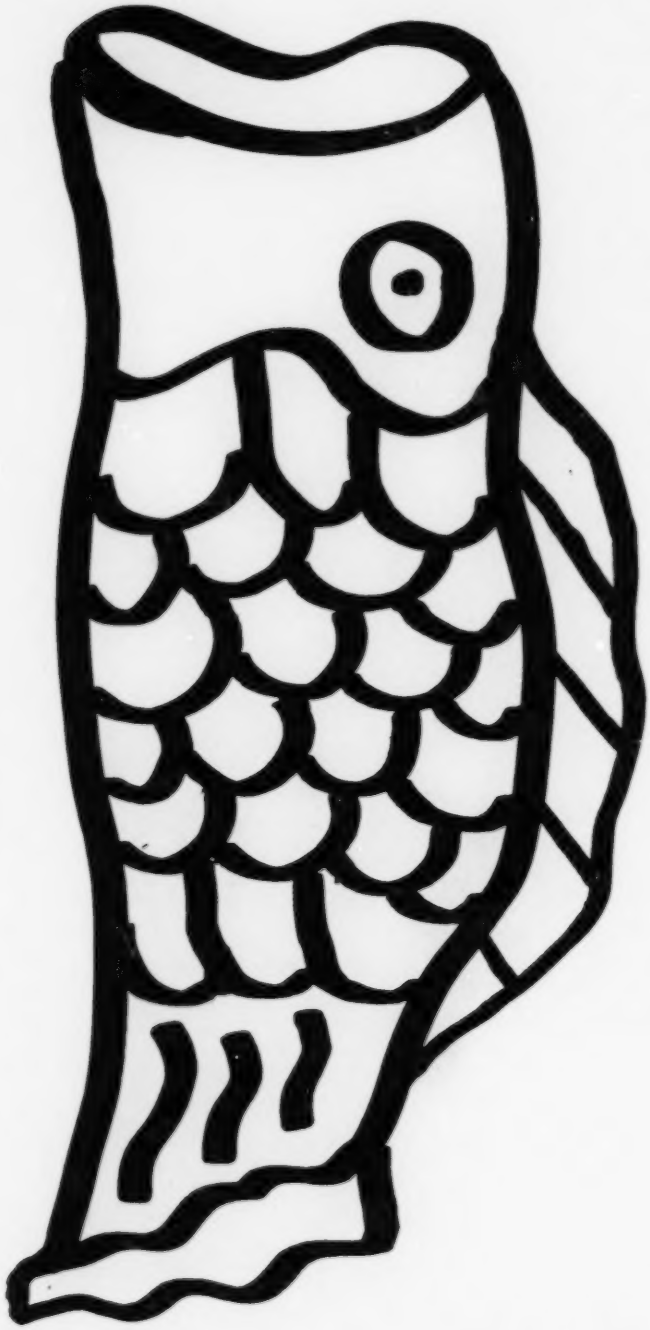
Other Festivals and Observances

- Jan. 1 *(Shōgatsu)*
  New Year's Day
- Jan. 15 *(Seijin-no-hi)*
  Coming-of-Age-Day
- Feb. 3 *(Setsubun)*
  Bean-Throwing Ceremony
- Feb. 11 *(Kenkoku-kinembi)*
  National Founding Day
- March 3 *(Hina-matsuri)*
  Girl's Festival
- March 20 or 21 *(Shumbun-no-hi)*
  Vernal Equinox Day
- April 29 *(Midori-no-hi)*
  Greenery's Day
- May 3 *(Kempō-kinembi)*
  Constitution Memorial Day
- May 5 *(Kodomo-no-hi)*
  Children's Day or Boys' Festival
- July 7 *(Tanabata)*
  The Star Festival
- July 20 *(Umi-no-hi)*
  Marine Day
- Mid September *(Tsukimi)*
  Moon Viewing
- September 15 *(Keirō-no-hi)*
  Respect for the Aged Day
- September 23 *(Shūbun-no-hi)*
  Autumnal Equinox Day
- October 10 *(Taiiku-no-hi)*
  Health-Sports Day
- November 3 *(Bunka-no-hi)*
  Culture Day
- November 15 *(Shichi-go-san)*
  Festival day for children of 3, 5 and 7 years of age
- November 23 *(Kinrō-kansha-no-hi)*
  Labor Thanksgiving Day
- December 23 *(Tennō-tanjōbi)*
  The Emperor's Birthday
- December 31 *(Ō-misoka)*
  New Year's Eve

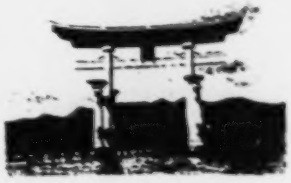


*Illustrated: A Look Into Japan, Japan Travel Bureau, Inc., 1994.

Carp Outline for Festival



Doll Outline



LESSON THREE

A Comparison of Japan and the United States

The Arts

Objectives

- The student will explore cultural elements in the United States and those of Japan.
- The student will compare/contrast Japanese art and architecture to that of the United States.
- The student will create and demonstrate the art of paper folding.

Materials/Resources

- 6" squares of origami paper (gift wrapping paper can be used if cut into squares 6" x 6")
- White typing paper
- Black ink
- Toothbrush (several)
- Stirring straws (one for each child)
- Teacher Resource 11 through 13 [TR11-TR13]
- Encyclopedia, atlas, and other resources about Japan

Strategies

- Have students create their own cherry blossom tree by:

  1) Placing several drops of black ink on the lower 1/2 sheet of white paper.
  2) Having students blow through a straw forcing the black ink up, and out in several directions (should resemble a tree and branches).
  3) Having students flick pink paint on the tree using the toothbrush.

- Give each student a 6" square of paper. Ask them to create a piece of art. Let each student show and describe his/her creation. Discuss patience, accuracy, concentration, and imagination. Show students examples of origami, and then let them create an origamic piece.

**Teachers may want to read Sadako and the Thousand Paper Cranes to the students, and then teach them to fold a paper crane. See Teacher Resources 11, 12, and 13.*

- Have students, in pairs, research the differences in traditional architect of Japan and the United States. Students can present their findings with visuals.
- Have students research different Japanese art forms such as: The Tea Ceremony, Japanese gardens, bonsai, pottery, lacquerware, calligraphy, india-ink painting (*suiboku-ga*), traditional Japanese music (*gagaku, nogakau, sokyoku*), Japanese dances (*buyo*), and Japanese theater (*Kabuki, Noh, Bunraku*).

Hiroshima Peace Park

Hiroshima Peace Park.

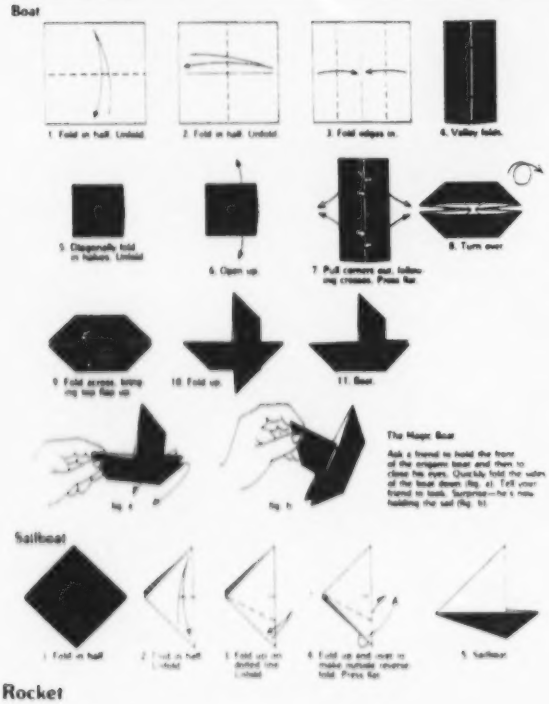
Photograph © Paul Quayle

"Children's Peace Monument"

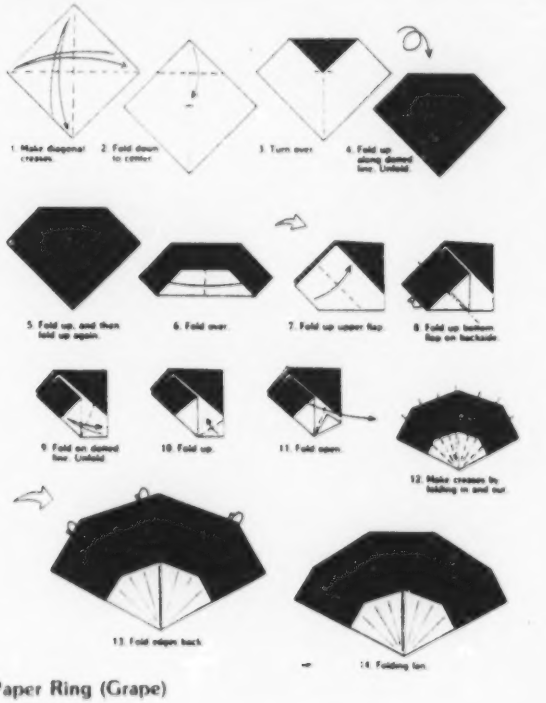
Thousands of folded paper cranes are offered for world peace by school children from all over the world.

Origami, (*Ori* meaning "to fold", and *kami* meaning "paper"), the art of paper folding is believed to have originated in China and borrowed by the Japanese. The art of origami may have began nearly two thousand years ago in China, but came to be a true art form in Japan. *Kirigami*, the art of paper cutting is also practiced in Japan.

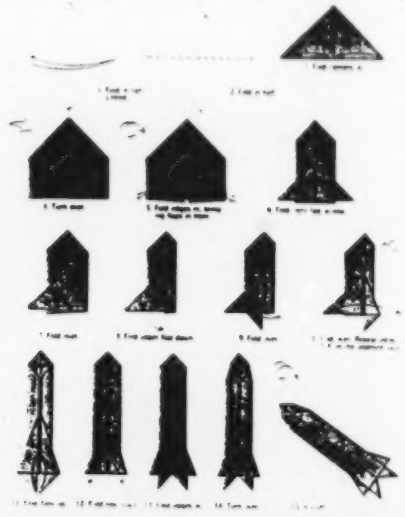
Boat, Sailboat



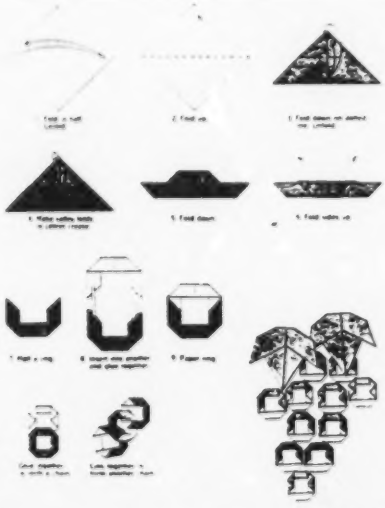
Folding Fan



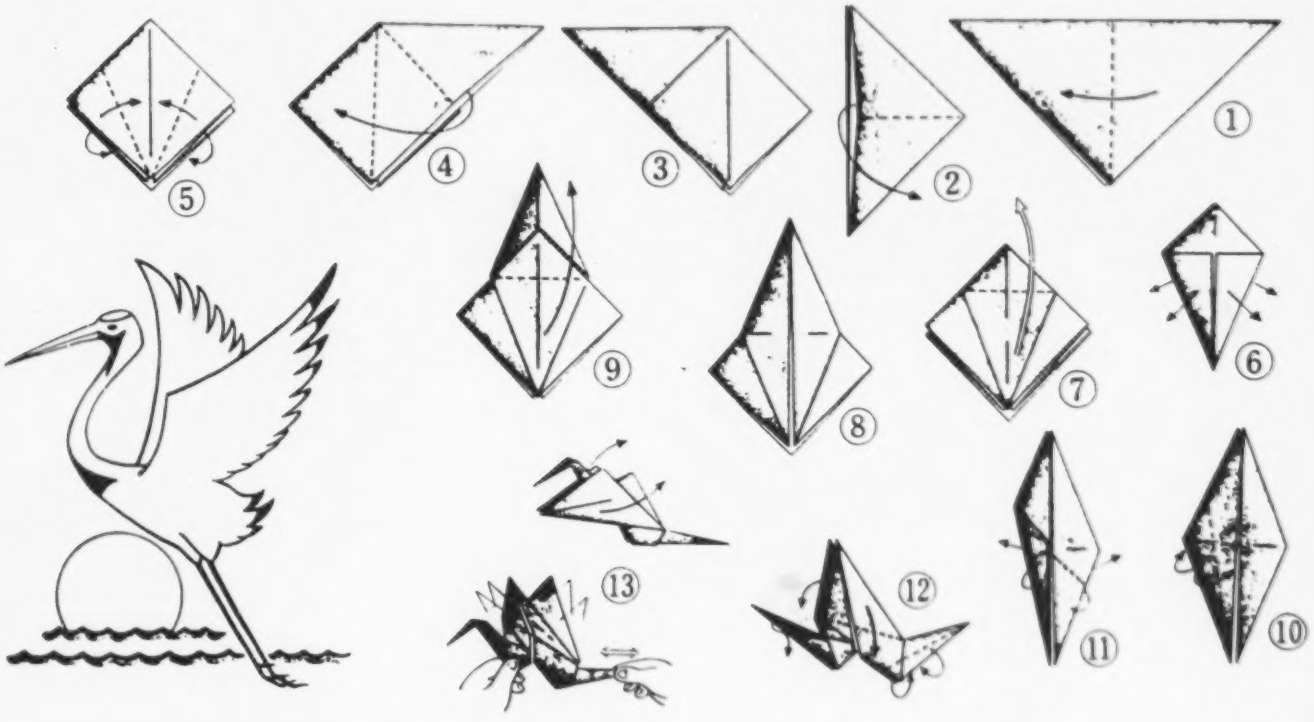
Rocket



Paper Ring (Grape)



Origami Instructions



(1) Fold the diagonal lines towards you. (2) (3) Open the triangle and make the figure. (4) Do the same on the other triangle leaf. (5) Fold the dotted lines towards you and do the same on the backside leaves. (6) Return the leaves back. (7) Pull up the front leaf and make the figure. (8). (9) Do the same on the other side. (10) Fold the dotted line towards you and do the same on the other side. (11) Turn up the neck and tail as shown. (12) Make head, tail and wings. (13) It flaps the wings as you move the tail back and forth.

Origami Greeting Cards, Isamu Asahi, Charles E. Tuttle Company, Tokyo, Japan.

The Food

Objectives

- The student will be able to describe Japanese customs.
- The student will be able to compare Japanese and American customs.

Materials/Resources

- Student Handouts 13 and 14 [SH13-SH14]
- Teacher Resource 14 and 15 [TR14-TR15]
- Chopsticks
- Ingredients for recipes

Strategies

- Have students describe a typical American lunch box and its contents. Ask them to describe a Japanese lunch box and its content. Have students read Student Handout 14.
- Have students read Student Handout 13. Teach students how to use chopsticks and the etiquette of chopsticks.
- Have students research Japanese foods and create meals to eat with chopsticks. Many markets now carry Japanese foods or an Asian market may be relatively close. Students may also create a food fair and invite other classrooms or parents to enjoy the food. See Teacher Resource 14 and 15.
- Assign students the following question to answer. "How does food reflect the culture of a country?" Have students research traditional foods in the United States and Japan to use as support in their essay.

Japanese Recipes

Miso Soup

Miso soup invariably accompanies a Japanese style meal. *Miso* paste is made from soybeans and can be found at most Asian groceries.

1/2 block of *tofu*
1 scallion, chopped
1 sheet *nori* seaweed chopped, optional
3 to 4 tbs. of *Miso*
2 1/2 cups of vegetable stock or water

1) Cut *tofu* into half-inch cubes.
2) Add *tofu* to vegetable stock and seaweed. Heat to light boil.
3) Dissolve *Miso* paste in a small amount of water and add to vegetable stock.
4) Bring to boil and immediately turn off heat. Ladle soup into serving bowls and garnish with scallions.

Okonomi-yaki

This thin, flat cake is a regional favorite in Hiroshima. It may be thought of as a Japanese pancake or crepe'.

2 cups of flour
1 tsp. baking powder
1 cup of fish stock or vegetable stock
4 ounces of pork, ground vegetable oil
1 egg
2 large cabbage leaves

1) Sift flour, baking powder and salt together into a large mixing bowl. Adding stock a little at a time, mix flour swiftly until smooth. Do not over-mix. Cover the bowl with plastic wrap and leave for 30 minutes (if left too long, batter will become sticky).
2) Remove hard section of cabbage leaves and cut into thin strips. Add egg, ground meat, and cabbage to batter and mix lightly.
3) Grease heated skillet well. Pour in batter and flatten out with spatula. When bubbles begin to form and the edges begin to dry, turn over and fry the other side. Brush over cake with sauce or mustard.

Yakitori (Skewered, grilled chicken)

Yakitori is a very popular snack. It is served as an appetizer, even by street vendors.

10 ounces of chicken thigh, boned
10 ounces chicken wing, boned
2 long onions
16 small green peppers
1 lemon
shichimi-togarashi
(powdered red pepper mixed with six other spices)

<u>*Yakitori* sauce</u>
4 tablespoons sugar
1/2 cup *mirin* (sweet rice wine)
1/2 cup soy sauce
sansho (powdered Japanese pepper)
bamboo skewers

1) Cut chicken (thigh and wings) into bite-size pieces. Mount 4 pieces each onto bamboo skewers.
2) Cut long onions into 2-inch pieces and mount onto bamboo skewers. The same with small green peppers.

Japanese Recipes . . . continued.

Yakitori

3) To make *yakitori* sauce. Mix sugar, *mirin*, and soy sauce and boil till reduced to 2/3 original amount.
4) Grill skewered meat and vegetable pieces over open fire as in a barbecue. Brush meat with *yakitori* sauce 2-3 times while grilling. For vegetables, brush once with sauce, and grill. Grill some of the skewered pieces simply sprinkled with salt.
5) Place in a serving dish and serve with lemon juice, *sansho* (powdered Japanese pepper) or *shichimi-togarashi* (powdered red pepper mixed with six other spices).

Note: Soaking bamboo skewers in salted water before using helps keep them from burning.

Tempura

This is the Japanese version of deep-fried dishes. Ingredients are coated with a thin batter and fried crisply in plenty of oil. *Tempura* is served with *ten-tsuyu* sauce.

shrimp
squid body
carrot
pumpkin
sillago
eggplant
lotus root
onion
small horse mackerel
fresh Chinese black mushrooms
sweet potato

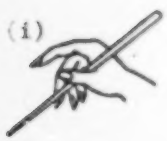
Batter
1 egg and cold water added to make 1 cup
1 cup of flour
Vegetable oil for deep frying

Ten-tsuyu (sauce dip)
1/4 cup of *mirin* (sweet rice wine)
1/4 cup of soy sauce
1/3 cup of bonito flakes (fish stock flakes, optional
1 cup of water

1) Preparation of ingredients: Shrimp, peel but leave tail and the first section of shell attached to tail. Remove black vein and make 3-4 short cuts across the belly. Cut off tip of tail and squeeze out water with knife. Sillago and small horse mackerel: cut off head, remove entrails and clean. Cut the back lengthwise to open and flatten out. Remove central bone and wipe dry. Squid: insert fingers in top part (body), pull apart the section connecting entrails to body, and pull out entrails without breaking. Remove the triangular shaped top and peel off skin. Cut body lengthwise to pen and flatten out. Remove back bone. Cut into bite-size pieces and make short cuts around the edge of each piece to prevent curling while being fried. Wipe dry and dust with flour. Legs and triangular shaped part can be used for another deep-fried dish, *kakiage*. Vegetables: cut slashes on eggplants. Make cuts lengthwise on green peppers to keep from bursting in hot oil. Slice onion and pierce each slice with a toothpick to hold layers together. Soak eggplant, lotus root, and sweet potato in water to remove harshness. Wipe dry.
2) To make *ten-tsuyu* (sauce dip): Heat *mirin*; and add water, soy sauce, dried bonito flakes, and bring to a boil. Strain.
3) To make batter: Mix whisked egg and cold water in a mixing bowl. Add an equal volume of sifted flour and mix lightly.
4) Heat oil to 330°-340° F (test by dropping a bit of batter into the oil. If it sinks half way, then comes back up to the surface, the oil temperature is right for frying). Vegetables should be fried first. Dip into batter and slide ingredients into oil. Turn over a few times and when the coating turns golden, scoop onto rack and drain. Heat oil to 360° F and fry seafood.
5) Place fried ingredients on paper towels spread out on a serving dish to absorb excess oil. Dip in a small, individual serving bowl containing *ten-tsuyu* before eating.

The Japanese eat with chopsticks (*hashi*) instead of western utensils. Here are some tips to help you.

The chopsticks can be rounded or square. The square are generally used and are easier to handle.



Hold the chopsticks towards the thickest end. Place the chopstick under the thumb and hold firmly (i).

The top or second chopstick is held like a pencil (ii). The lower chopstick should be held still and the upper used to pinch food between the upper and lower tips.

The scissor-like action makes eating easier, once one gets to practice (iii). (Try eating peanuts or popcorn to practice with chopsticks.)

Bad Manners When Using Chopsticks

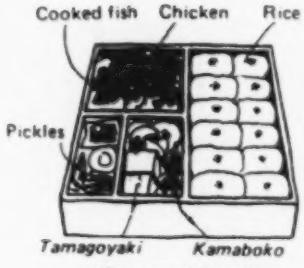
- Do not lick your chopsticks.
- Do not spear your food.
- Do not wave your chopsticks in the air when you talk.
- Do not stick your chopsticks upright in a bowl of rice. It is thought to be bad luck.
- Do not move a dish using your chopsticks.
- Do not use chopsticks like drum sticks.
- It is acceptable to bite part of a large piece of food when a knife is not available.
- Slurping noodles is perfectly acceptable.
- Do hold your bowls close to ones mouth to prevent dripping.

O-bento (Boxed Lunch)

O-bento is a boxed meal that can be taken to school, work, on trains, to sporting events, and other outings. The meal can be homemade or store bought. Purchased like "fast food" in the United States, *o-bento* can be spotted everywhere.

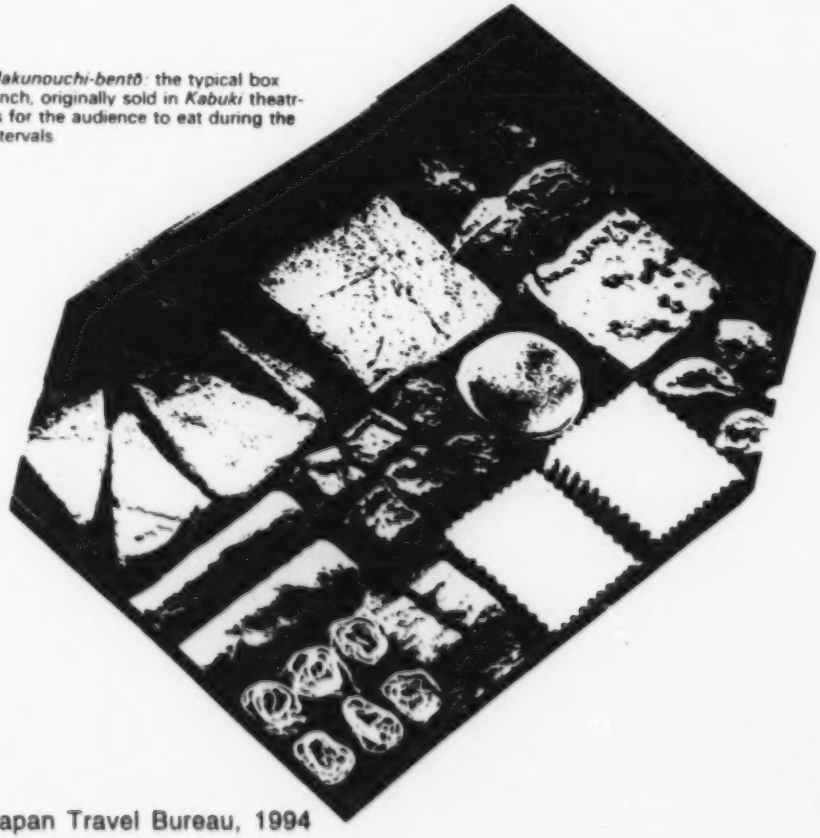
As in the United States, the container carrying the meals varies. Early in history, the simple lunches could be found wrapped in leaves or bamboo shoots and consisted of dried rice, rice balls, or a sweet potato. Later, the popularity and prestige of the quick meal grew and lacquered boxes held the contents. During the Meriji period (1868-1912), *O-bento* became a popular purchase at the railway stations of Japan. *O-bento* varied from region to region and continued to increase in popularity.

Homemade *o-bento* reflects how much women care for their husbands and children. The food is painstakingly made and positioned in the lunch box. It can consist of rice, grilled fish, pickles, vegetables, sushi, eel, and other popular foods.



Makunouchi-bentō

Makunouchi-bentō: the typical box lunch, originally sold in *Kabuki* theatres for the audience to eat during the intervals



*Illustrated Look Into Japan, Japan Travel Bureau, 1994

Traditional Costumes

Objectives:

- The students will recognize the uniqueness of clothing to a culture.

Materials/Resources

- Student Handouts 15 and 16 [SH15-SH16]
- Teacher Resource 16 [TR16]
- Markers
- Crayons
- White paper

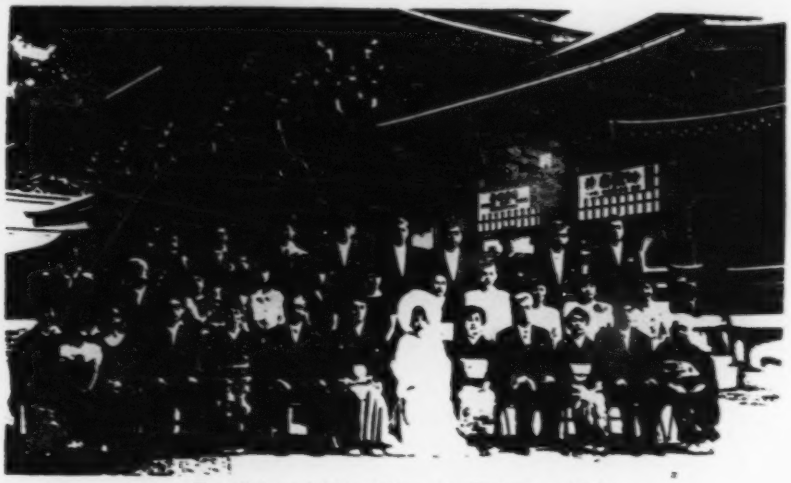
Strategies

- Have the students read and complete Student Handouts 15 and 16, then discuss.
- Have students create there own *mon* (family crest) using white paper and markers. Students should describe the symbolism of their *mon*. See Teacher Resource 16.
- Have students research traditional costumes found in the United States and Japan.

The Traditional Japanese Clothing

The *kimono* is the traditional dress of Japan and is worn today on special occasions. Just as many styles of dress in the United States exist there and various types of kimonos.

A *furisode* and *tomesode* are worn on formal occasions such as weddings and are usually silk. The traditional Japanese bride wears a white *kimono* and generally changes two or three times during the days event. Many Japanese brides choose to wear a formal dress and an American-style wedding dress when they change.



Traditional Wedding in Tokyo, 1996

Female guests at a wedding usually wear a black *kimono* or black dress. Male guests wear black suits with white ties The traditional Japanese groom wears a *montsuki hakama* for the cermony, and generally an American-style tuxedo later.

Other less formal *kimonos* are worn by both men and women. The *yukata*, an informal kimono, is worn by both men and women.

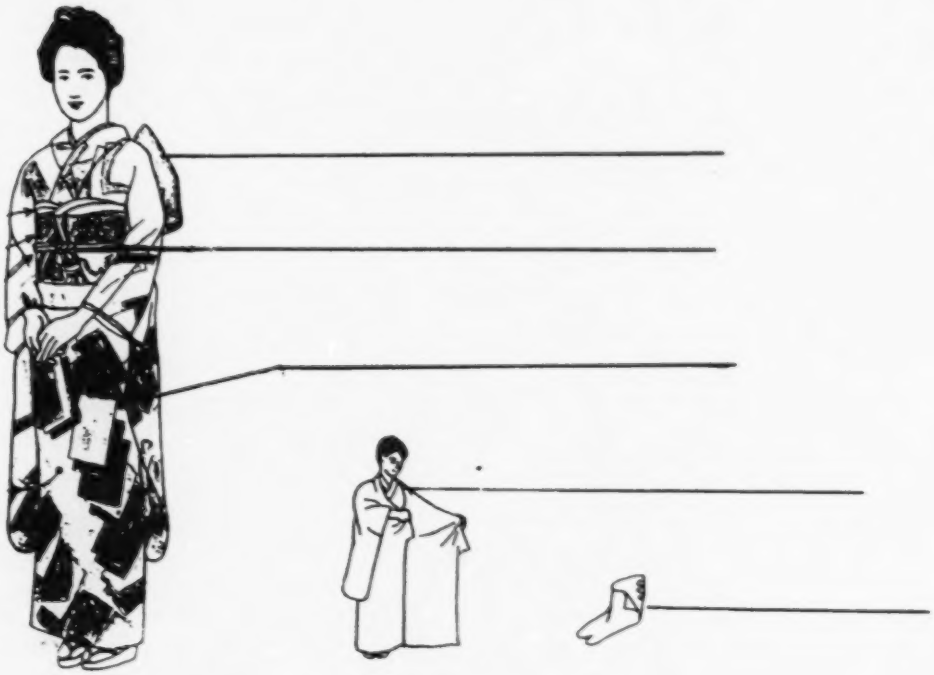
Parts of A Woman's Kimono

- *nagajuban*--long undergarment worn underneath a kimono.
- *obi*--a sash for the kimono.
- *obiage*--supports the obi.
- *obijime*--holds the obi in position.
- *tabi*--socks.
- *zori*--type of shoe worn with a kimono.
- *pokkuri*--elevated shoes worn with a kimono.
- *furisode*--long sleeves on a kimono signifies an unmarried women.
- *tomesode*--shorter sleeves on a kimono for a married women.

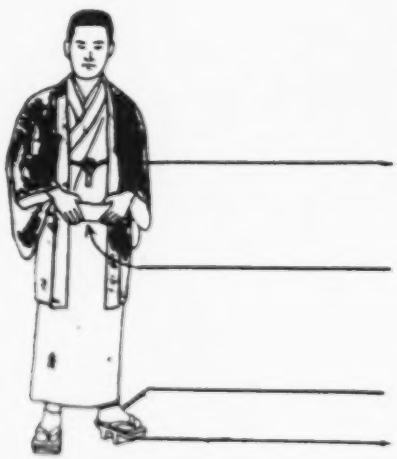
Parts of A Man's Kimono

- *montsuki/haori*--half coat with family crest (mon) near shoulders. (A Japanese man's attire is designed in black or white.)
- *obi*--a sash for the kimono. (The men usually wear the obi lower than the women.)
- *tabi*--socks.
- *hakama*--culotte-like garment worn when dressing formally.

List the Japanese word for each piece of clothing.



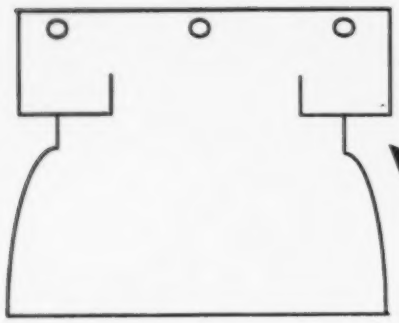
Formal wear



Less formal wear

*Illustrated: A Look Into Japan, Japan Travel Bureau, Inc., 1994.

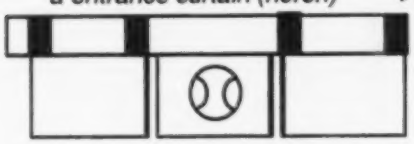
CREST (*Mon*)



Back of man's kimono

A mon is a family crest that is found on a formal kimono (montsuki) on the noren (entrance curtain), on chochin (paper lanterns), or as a symbol of shrines and temples.

a entrance curtain (noren)



Chōchin
paper lantern

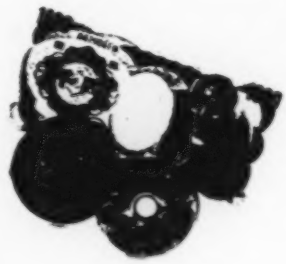
Animals such as a crane, lobster, or butterfly can be used as a *mon*. A mon can also be a plant, Chinese character, or a nature scene. Each crest is chosen carefully and is a symbolic representation of the family.

This *mon* has Mt. Fuji and a sailboat in a circle. Mountains are used for *mon* as well. *Takeda Shingen*, a *samurai* in the *sengoku* (Warring States) era, used one of them for the design on his banner.

The *aoi* (hollyhock) was the crest of the *Tokugawa-shōgun* family, which reigned over Japan from the 17th through the 19th centuries.

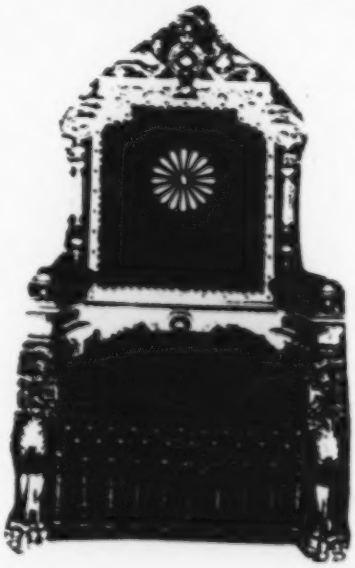
Kiri (paulownia): *Kiri* and *kiku* (chrysanthemum) are used for the Imperial Family crest.

*Illustrated: A Look Into Japan, Japan Travel Bureau, Inc., 1994.



LESSON FOUR

Political and Economic Symbols of Japan



Comparing Capital Cities

Objectives

- List the differences between Tokyo and Washington, D.C.
- Describe the differences in the history, founding, and geography of Tokyo and Washington, D.C.
- Compare and contrast the significance of buildings in Tokyo and Washington, D.C.
- Recognize the significance of a capital city.
- Appreciate how Tokyo and Washington, D.C. reflect the culture of Japan and the United States.
- Practice analyzing the symbols of Tokyo and Washington, D.C., in order to understand the culture.
- Complete a map.
- Prepare a paper which identifies the buildings of each capital and the significance of each building.
- Learn to compare and contrast cultural elements of Tokyo and Washington, D.C.

Materials/Resources

- Student Handouts 17 through 22 [SH17-SH22]
- An overhead and transparencies of Student Handouts 19 through 21 [SH19-SH21]
- Reference materials such as encyclopedias, world atlases, and other related books.

Strategies

- Brainstorm with students on current capital cities in the world. Ask the students what they know about the cities and the symbols of the cities. Pair the students and give each a set of Student Handout 17. Have each student read the handout. Students should then collaboratively create a timeline comparing the history of the capital cities and fill in Student Handout 18.
- Using an overhead, show transparencies of pictures found in Student Handouts 19, 20, and 21. Have the students write down adjectives to describe each set of pictures. The teacher should lead a group discussion about why the students wrote down certain words. U.S. buildings, generally, reflect more feeling and emotion. Because United States students do not know the significance of the Japanese buildings, they are only generally architecturally described. The teacher should then reveal the name of each building to the students. Students should be given Student Handout 22. The student will identify the building seen in the overheads and research the significance of each. The teacher should lead a discussion of the students results.

WASHINGTON, D.C.

The location of the capital city, Washington, D.C., was a political compromise. The southerners and New Englanders disagreed on the location due to the political importance of the selection on the new capital site. On July 17, 1790, President George Washington signed an act to create a special capital city for the people on the Potomac River. The president chose the exact site for the new capital at the fork in the Potomac River--not far from Mount Vernon, his home. The new capital was named Washington in September of 1791.

In January of 1791, President George Washington selected an engineer and artist, Pierre L'Enfant, to create the new federal city. President Washington and L'Enfant toured the swampy site together, and L'Enfant convinced the President to support a larger capital than had been originally conceived.

Washington was a small backward village at the end of the Civil War rather than a national capital. In fact, many ambassadors that were assigned to Washington, D.C. received hardship pay. Between 1860 and 1870, the population of Washington, D.C. had increased by more than seventy-five percent. Still, there were no paved or lighted streets and there were open sewers throughout the capital. Barnyard animals, particularly pigs, roamed the nations capital, as well.

In 1873, Alexander Shepard began to create a modern city from a war-torn, dirty village. The governor of the territory, Shepard paved approximately 106 miles of road, added 3,000 gas street lights and laid 34 miles of main pipe to provide drinking water to Washington homes.

In the decades that followed, Washington, D.C. continued to grow but kept relatively close to L'Enfants original geometric design. New agencies, new buildings, and thousands of civil servants flocked to Washington during the World War I and II eras. New monuments, museums, and parks continue to appear in the nation's capital. Today, Washington is an exciting city of 674,000 people with 3,000,000 suburbians living in surrounding Maryland and Virginia.

TOKYO

Originally called Edo, the city of Tokyo has been inhabited since ancient times. The city began as a fishing village and did not become the capital until 1868. Edo developed into a city during the Tokugawa period (1603-1867), when it became the capital for the Tokugawa shogunate. Although, it was the capital, the Imperial family did not move to Edo. The Imperial family remained in Kyoto, the ancient capital city. In 1868, during the Meiji Restoration, the capital was established in Edo. Edo was renamed Tokyo, meaning "eastern capital". With the Imperial Palace as the center followed by the Samuri merchants, artisans, farmers, and fishermen, Tokyo grew from the center like a spider web.

Tokyo has been almost destroyed twice. An earthquake in 1923 and air raids during World War II leveled the city. Many had hopes that the winding, confusing streets, and buildings would be rebuilt with a better plan. Using Washington, D.C. as an example was even suggested. However, the city was rebuilt both times in the previous chaotic way.

Tokyo is actually divided into twenty-three wards which are built on a low alluvial plain between upland hills. Each ward is actually a village, and even smaller districts exist within the ward. Several well-known districts are situated near the Imperial Palace. The Ginza district is to the south and is famous for its' bright lights and shopping. The Marunouchi district is the heart of Tokyo's business and financial center.

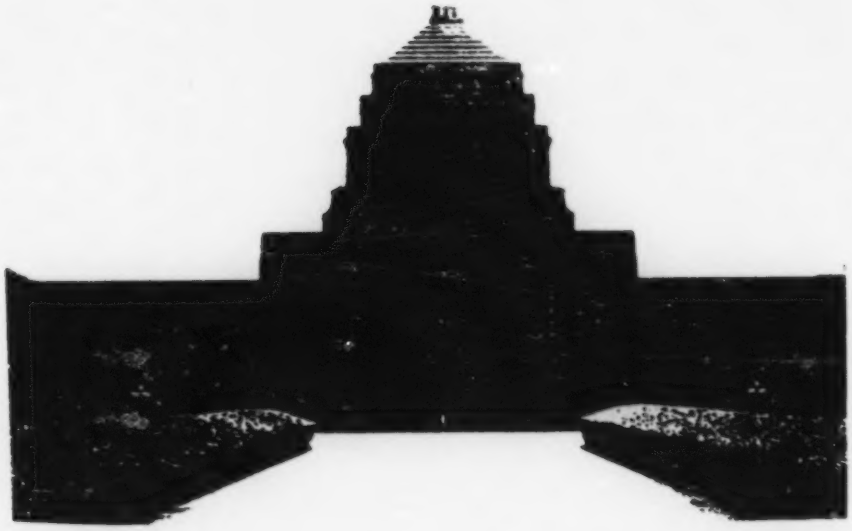
The small fishing village has grown enormously through the years. Between 1960 and 1980, the city gained nearly 2,000,000 people. The city of Tokyo now has over 8,000,000 inhabitants and covers 223 square miles.

COMPARING CAPITAL CITIES
Information Retrieval Form

CITY	DATE FOUNDED	LOCATION (ABSOLUTE AND RELATIVE)	REASON SELECTED AS THE CAPITAL	FOUNDER/ DESIGNER	NEARBY WATER	CURRENT POPULATION
Tokyo						
Washington, D.C.						

Tokyo Tower and Washington Monument

National Diet Building and Capital



Meiji Shrine and Lincoln Memorial

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Tokyo Tower*
(Similar to Washington Monument)

Tokyo's tallest structure, Tokyo Tower hosts radio and television broadcasting studies. The Tower stands 1 1/2 miles south of the Imperial Palace and 1,092 feet tall. Tokyo Tower, with its two observatory platforms, is an excellent area to view the beauty of Tokyo.

National Diet Building*
(Similar to Capital)

The National Diet Building was completed in 1936 after seventeen (17) years of work. Standing southwest of the Imperial Palace, the building is a concrete and granite structure with a tall central tower. The building is the meeting place of Japan's Diet Parliament.

Meiji Shrine*
(Similar to Lincoln Memorial)

Dedicated to the first modern emperor, the Meiji Shrine is a popular landmark. About three miles southwest of the Imperial Palace, the shrine is dedicated to the memory of the emperor. The emperor is still remembered as the first to make the emperor the symbol of the nation.

Other buildings to compare that are not pictured:

Yasukuni Shrine
(Similar to Arlington National Cemetery)

Northwest of the Imperial Palace is Yasukuni Shrine. Drawing a huge crowd of Japanese to a *special* festival in April and October, the Shrine was created for the "war dead". It contains an honor roll of 2.4 million souls of Japanese that gave their lives in defense of Japan. Today, it is seen as a controversial memorial because many World War II soldiers are buried there.

Tokyo Kokuritsu Hakubutsukan (Tokyo National Museum)
(Similar to Smithsonian)

The Tokyo National Museum, a series of four (4) building houses, one of the world's great repositories of East Asian art and archaeology. The Museum houses sculptures from as early as 3500 to 200 B.C.--paintings, scrolls, masks, wood-block prints, calligraphy, textures, ceramics, swords, armor, and countless treasures of Eastern art.

Imperial Palace
(Similar to White House)

The Imperial Palace became the official residence of the Imperial family in 1868. The Imperial Palace is more than a building, it is a complex consisting of a 2520 acre fortress, which includes many gardens, a series of moats, trails and bridges, and many official units. The Palace was built in 1590 by Leyasu Tokugawa. It was built as a fortress for the lord and did not become the residence of the emperor until Emperor Meiji moved his court from Kyoto to Edo (renamed Tokyo).

Presently, only two (2) of the twenty-eight original buildings remain. At present, the Imperial Palace is open only twice a year, December 23 (Emperor's Birthday) and January 2 (New Year's Day).

Comparing National Symbols

Objectives

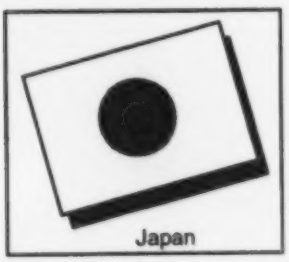
- The student will understand cultural similarities and differences.
- The student will recognize symbols of the United States and Japan.

Materials/Resources

- Student Handouts 23 through 25 [SH23-SH25]
- Teacher Resource 17
- Atlases, encyclopedias, and other references on Japan

Strategies

- Divide students into groups to research the flag, national anthem, and other symbols of the United States and Japan. Each group may visually and orally present a part of the information they have found. Students should add additional information presented by other groups to Student Handout 23.
- Distribute Student Handouts 24 and 25. Have the students work in groups of two to identify Japanese symbols. When groups have finished, discuss the answers. Have students create a similar sheet based on the United States. See Teacher Resource 17 for answers.

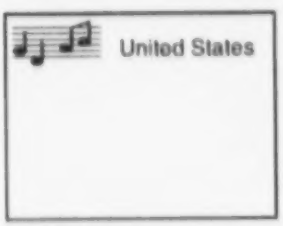


FLAG REPRESENTS:

_____ _____

_____ _____

_____ _____



NATIONAL ANTHEM:

_____ _____

_____ _____

_____ _____

OTHER COMPARISONS:

_____ _____

_____ _____

_____ _____

Name or describe the significance of the following.

A

B

C

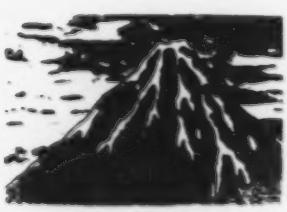
D

E

F

G

H



I

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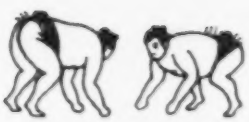
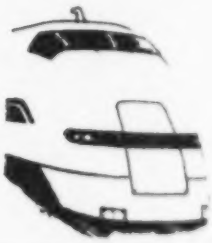
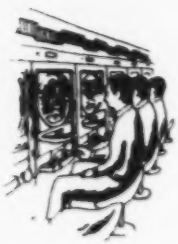


M



N



O

P

Answers to Student Handouts 24 and 25.

A *Torri Gate*--entrance to a Shinto Shrine. It represents the division between the divine world and the every day world.

B *Okame*--mask used in a *Noh* drama of a young woman.

C *Pagoda*--symbol of Buddhist temples.

D *Buddha*--a person who has attained a state of perfect enlightenment in a religion (Buddhism) that teaches suffering is inherent in life and one can be liberated from it by mental and moral self-purification.

E *Bonsai*--miniature tree or plant.

F *Sensu*--folding fan.

G *Geta*--wooden sandle.

H *Coy*--long-living Japanese goldfish.

I *Mt. Fuji*--Japans most recognizable symbol.

J *Hashi*--chopsticks.

K *Moneki-necko*--beckoning cat for good luck.

L *A rice paddle*--symbol of housewives and the power of womanhood.

M *Summo-wrestlers*--Japanese wrestling is a national sport.

N *Shinkansen*--bullet train.

O *Pachinko*--vertical pinball table, very popular in Japan. *Pachinko* parlors are in almost every town.

P *Daruma*--wishing doll. The Japanese wish by purchasing a *Daruma* doll and painting in one eye. When the wish is granted, they paint in the other eye.

Economic Symbols

Objectives

- The student will understand basic economic concepts.
- The student will understand the monetary exchange system.
- The student will understand the interconnectedness of economics and trade.

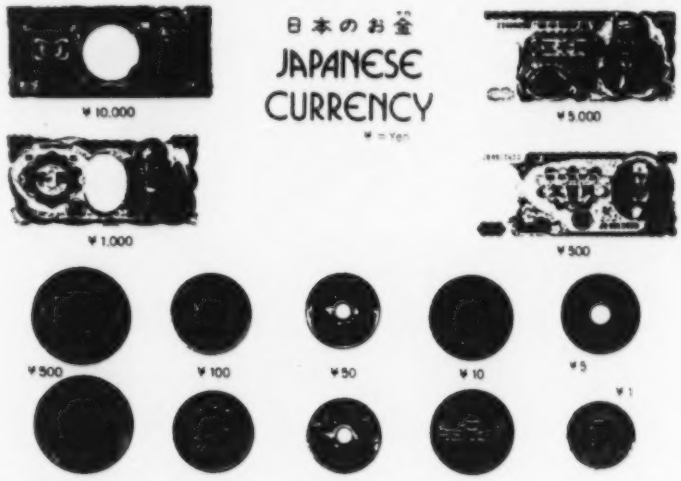
Materials/Resources

- Student Handout 26
- Maps
- Reference materials on Japan

Strategies

- Have students compare the relative monetary units in Japan and the United States. If possible, exchange United States money at a bank for *yen* and bring for students to see.
- Have students design a vacation to Japan. They would need to include sites to be seen, budget, travel time, and other essentials.
- Explain to students the exchange rate and have them convert figures. The exchange rate is the number of *yen* that can be "exchanged for a dollar". Check the newspaper for the current rate.
- Distribute Student Handout 26. Have the students work in groups of two to identify Japanese symbols. When groups have finished, discuss the answers.
- Have students research Japanese companies located in Mississippi. Students should write the business for information and/or interview employees. Have the students report on their findings.
- Divide students into two (2) groups. One group should be Japan, and the other group should be the United States. Have students research the imports and exports of that group's country. Lead the class in a debate over current trade policies. Have students come up with a solution to the current trade issues.

Yen (coin) denominations are 1, 5, 10, 50, 100, and 500. Yen (bills) denominations are 1,000; 5,000; and 10,000.



Which Japanese coin denominations have holes?

What monetary units does the United States have?

Coins: _____

_____

Bills: _____

_____

What symbols are used on the following monetary units and what do they stand for?

Penny _____

Dollar _____

Quarter _____

What symbols are used on Japanese monetary units?

_____

_____

_____

Resource List

A Look Into Japan, Japan Travel Bureau, Inc., 1994.

"Salaryman" in Japan, Japan Travel Bureau, Inc., 1991.

Understanding Japan: A Teacher's and Textbook Writer's Handbook on Japan, International Society for Educational Information, 1993.

Japan 1996: An International Comparison, Keizai Koho Center, 1996.

Origami Greeting Cards, Isamu Asahi, Charles E. Tuttle Company, Tokyo, Japan.

Japanese Home Style Cooking, Better Home Association of Japan Publishing House, 1986.

Hiroshima Guide, Hiroshima City Tourist Association, c/o House Peace Memorial Park 1-1, Nakajima-cho, Naka-ku, Hiroshima, Japan.

Japan in Modern History, International Society for Educational Information, 1994.

The National Diet of Japan, Secretariat, House of Counselors, Tokyo, Japan, 1995.

'96 Japan-United States Economic Handbook, Keidanren, March 1996.

Do's and Taboos Around the Word, edited by Roger E. Axtell, John Wiley and Sons, Inc., New York, New York, 1993.

Wabi, Sabi, Suki: The Essence of Japanese Beauty, edited by Hoh Teiji, Tanaka Ikko, and Sesoko Tsune, Mazda Motor Corporation, Hiroshima, Japan, 1993.

Japan: Nippon, by Roman Cybriwsky, The American Geographical Society Around the World Program, and the McDonald and Woodward Publishing Company, 1994.

Gestures: The Do's and Taboos of Body Language Around the World, by Roger E. Axtell, John Wiley and Sons, Inc. New York, New York, 1991.

Understanding Japan: Japan From A Japanese Perspective, International Society for Educational Information, Inc., Shun Posha Photo Printing Company, Ltd., 1992.

Japan: An Illustrated Encyclopedia, Kodansha, Ltd., Tokyo, Japan, 1993.

Cobblestone, January 1996, Volume 17, Number 1.

Other Resources

An array of videos, resource journals for educators, and other materials are available from the following:

- The Asia Society, Education Department, 725 Park Avenue, New York, New York 10021-5088; (212) 288-6400
- Asia for Kids, Master Communications, P. O. Box 9096, Cincinnati, Ohio 45209-0096.
- The Japan Forum, Kojimachi NK Building, 14-2 Kojimach 2-chome, Chiyoda-ku, Tokyo 102, Japan; (03) 3221-1421.
- Japanese Business Information Center, Keizai Koho Center, 145 West 57th Street, 20th floor, New York, New York 10019; (212) 489-6206.
- The Japan Society of Georgia, Suite 710 South Tower, 225 Peachtree Street, N.E., Atlanta, Georgia 30305; (404) 524-7399.

Books for the Classroom

Obon
by Ruth Suyena; illustrated by Yoshi Miyake

The story of Maile and her celebration of Obon.

Grandfather's Journey
by Allen Say

The author follows his grandfather's journey from Japan to the United States of America.

Lily and the Wooden Bowl
by Alan Schroeder/Yoriko Ho

The story of a young girls promise to her grandmother.

On the Wings of Peace

A book dedicated to Hiroshima and Nagasaki.

The Boy of the Three Year Nap
by Diane Synder; illustrated by Allen Say

The story of a lazy Japanese boy and how his life changes.

Japanese Children's Favorite Stories
edited by Florence Sakade; illustrated by Yoshisuke Kurosaki

A collection of traditional Japanese children stories.

Trees of Cranes
by Allen Say

The story of a young Japanese boy's first Christmas.

Baseball Saved Us
by Ken Mochizuki; illustrated by Pom Lee

The story of Japanese Americans building a baseball field while in an internment camp.

Sayonara, Mrs. Kackleman
by Maira Kalman

A look at Japan through the eyes of children.

The Funny Little Women
retold by Arlene Mosel; illustrated by Blair Lent

A little woman of old Japan must journey to the underworld to retrieve her lost rice dumping.

Books for the Classroom

Chibi: A True Story from Japan
by Barbara Brenner and Julia Takaya; illustrated by June Otani

An office park makes an unusual home for a wild duck family in this story.

The Magic Fan
by Keith Baker

The story of Yoshi and how he helped rebuild his village.

The Tale of Mandarin Ducks
by Katherine Paterson

The story of how a grateful duck saves the life of a kitchen maid.

Okino and the Whales
by Arnica Esterl; illustrated by Marek Zawadzi

A Japanese mother tells her son a story about a royal palace deep in the ocean.

The Fisherman and the Grateful Turtle
by Urashima Taro

The tale of a Japanese Rip Van Winkle.

Kodoma, The Children of Japan
by Susan Kuklin

Japanese children describe their lives in this book; full of color photographs.

Crow Boy
by Taro Yashima

The story of how a Japanese boy wins respect from his classmates.

A Coloring Book of Japan
by Bellerophon Books

Beautiful black outline masters of Japanese art.

Favorite Folktales from Around the World
edited by Jane Yolen

Sadaka and the Thousand Paper Cranes
by Eleanor Coerr

Sadaka, an A-bomb victim, tries to fold a thousand paper cranes to cure herself.